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AUTHOR Warring, Douglas F.
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ABSTRACT

This paper explains how the College of St. Thomas (CST) has created a new method of extending successful on-campus degree and teacher certificate programs to new sites more accessible to prospective students. The CST graduate degree model, begun in the 1970s and continued into the present, emphasizes learners working together in a cohort in a common sequence of courses. In the cohort model, CST is able to identify student needs in terms of course selection and focus for professional development. The administrators and faculty of CST are able to talk about the needs they can meet through established degree, certificate, or licensure programs. Because CST has a group of people committed for the duration of the program, it is possible to maintain a guaranteed cost of tuition and other fees. The program is designed so that students can maintain their current employment except during their term of student teaching and preclinical experiences. The CST model has been successfully implemented in California, Tennessee, and Virginia, as well as in its home state of Minnesota. (JD)

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NON-TRADITIONAL PROGRAMS FOR PRE-SERVICE and IN-SERVICE EDUCATION

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Douglas F. Warring, PhD
Director of Secondary Teacher Education and
Curriculum & Instruction
(612) 647-5277 x5826

Mail #5017
College of St. Thomas
2115 Summit Avenue
St. Paul, MN 55105-1096
USA

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Non-traditional Programs for Pre-service and In-service Teacher Education

ABSTRACT

The College of St. Thomas has a long history of successful programs on-campus for pre-service and both on- and off-campus for in-service educators. The Graduate Education, Human Development, and Professional Psychology Program of the College of St. Thomas has been successfully offered in places as Long Beach and Ventura, CA, Memphis, TN, Duluth, MN, Fairfax, VA, as well as locally. It has met surprises, excitement, and sometimes tears, but always experienced a sense of expansion and growth from the process of helping educational professionals grow in the environment "where they were planted".

The purpose of this paper is to explain how we have created new methods of educating persons and taken successful on-campus degree and certificate programs and brought them to where the students are, and why we have done so. We will explain the purposes of this model, look at how this process was developed, and describe the on-going consequences - both success and new questions - that this model of professional graduate education has raised for us at St. Thomas in St. Paul, Minnesota, USA.

INTRODUCTION

The College of St. Thomas (CST) began its off-campus graduate degree level work with a Master's of Arts in Curriculum and Instruction program in the Long Beach, CA area in 1976. The program design was shaped by our dean at the time, Dr. William Salesses (dean from 1975-1982, and now a professor in our department), who himself, fresh from the Southern California area, proposed that we offer our graduate degree program on-site on the west coast. The novel part of our program was that most of the degree program we offered was taught by our own faculty rather than utilizing mostly adjunct faculty as many other graduate schools were doing.

CST continues to offer graduate degree programs and at present has several hundred graduates continuing to work in the school systems in the several parts of the United States. Since the initial program in California, CST has received full accreditation to offer graduate degree programs from the Western Association of Schools and Colleges and continues to bring its faculty to the field to teach and advise programs. Since the

initial program, CST has offered many similar programs in our local Midwestern area: in outstate Minnesota, as well as in surrounding cities and in the Twin Cities metropolitan area. In addition to its initial offering of the Master's Degree in Curriculum and Instruction for secondary and elementary school educators, CST has branched into offering other graduate degree programs that are part of our on-campus catalog. For example, CST has offered the degree and certificate programs in various aspects of Special Education, Educational Technology, Human Resource Development, School Administration programs and other school licensure programs.

The major thrust for these programs came both from an expanded vision of what graduate education could be, and for a very pragmatic reason - financial exigency. Sound educational leadership theory suggests that institutions attempt to assess and meet their clients' needs and then build programs to fit those needs. In essence, a very entrepreneurial mindset emerged with [illegible] meanings and purposes which superseded the temporary exigency and [illegible]ome a philosophical driving force that shapes and focuses human effort

CST was not alone in the 1970's with its desire for change. To quote the then president of Columbia University, William J. McGill in 1970,

> Reform in large institutions is possible only when people are running scared. We in higher education are very nervous and thus, the next decade is likely to produce reorganization, curriculum reform, redefinition of professional life and a variety of other innovations unlike anything seen in the last fifty years (Smith, 1971).

For CST, those words are very prophetic. What has emerged is an enlarged notion of the role of professional graduate schools in aiding and developing professionals in the field. Adults' need for ongoing professional education assisted CST in looking at different ways of delivering preparation for needed credentials and the expansion of skill and insight. It also presented new information that led to the subsequent redesign of pre-service and in-service on-campus programs.

The rationale for these forms of delivery was that students would be willing to participate in graduate education in a more systematic way if they were assured their needs as learners were being met. Students will participate in graduate education willingly if they are able to take programs so they do not have to sacrifice too much time away from their

work. A common problem is travel to and from traditional campus-based programs, such as stopping out for full-time day, on-campus graduate school would demand of them. In the 1970's there were no programs available in the greater metropolitan Los Angeles, CA, or Minneapolis and St. Paul, MN, areas to meet those needs. CST put together a format using intense weekends, meeting on an alternating week basis, and meeting in neutral sites such as hotel conference centers or school district buildings as a way to come into environments where the teachers were comfortable and to which they had easier access.

Another important belief of the CST program was and continues to be that it is a legitimate role for an institution of higher education to respond to the needs of learners regardless of setting. In contrast to the 19th century notion of the university as an environment suited best for the cultivation of intellect for its own sake (Newman & Svaglic, 1982), the contemporary American university in the last half of the 20th century has developed a greater degree of comfort supporting the aims of both liberal learning and professional preparation and enhancement. This shift represents changes within the culture that have elevated work and productivity to a more honored status than in previous eras. The shift also is the result of the role that knowledge played in both the creation and application of technology. Additional trends in the last half decade that have influenced the direction of professional education are: the reality of expanded number of colleges and universities in the USA; the rapidly changing nature of knowledge and the demands and need for transforming information developed in those universities into usable knowledge by those who apply the knowledge in their work; and finally, the important concept of life-long learning (Lynton and Elman, 1987, p. xii). This has created an expanded number of sub-groups in the learning society who call themselves (college or university) students and range in age from the mid-teens to the elderly. "Seeking education for continual competence" (Lynton and Elman, 1987, p. 94) these groups demand that changes in the mode and sequence of instruction relate to their needs and experience, and the instructional process occur in the students and workers site to expedite their access to knowledge, as Pat Cross notes in the Preface to her landmark book, Adults as Learners.

In 1976 the following definition was adopted by UNESCO'S supreme legislative body, the General Conference:

> The term "lifelong education and learning" denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire education potential

outside the education system; in such a scheme men and women are the agents of their own education.

The definition contains three basic ideas about the nature of lifelong learning. One is that the entire formal educational system, from elementary school through graduate school, should be restructured to develop lifelong learners. Second, it is not just schools and colleges that are to serve as the targets for improved education. Rather, the world is full of people, organizations, and other learning resources that can be marshaled on behalf of lifelong learning. Third, this definition stresses the importance of helping people become self-directed learners, the active agents of their own education. (Pixi)

Higher Education has seen the concept of Pre-Service and In-Service Education shape successful, if marginal, enterprises in colleges and universities. Because it has been entrepreneurial, innovative in content and delivery formats, flexible as to when and where it occurs, and speedy in response to expressed need, it has been successful. Perhaps most importantly non-traditional concepts of education have placed the educational and professional needs and wants of the student, not the discipline at the center of its planning and mission (Gordon, 1980, p. 173-174). The College of St. Thomas has taken the view that the need for life-long learning was indeed a reality for professional teachers and also for other people who were involved in the whole process of human learning and in the delivery of education, training, or other professional development activities. The view that "higher education should be for the achievement and maintenance of competence, and the acquisition of the art of the utilization of knowledge" (Whitehead, 1949, p. 16) seemed to serve as an underlying attitude among the administration and faculty of the CST graduate school. Since that time, there has been an explosion of literature in the professional areas of adult and life-long learning (Brookfield, 1986; Knowles, 1986). This has evolved into a continual increase in the necessity of having learners self-determine their own context and process of learning, with the role of professional needs. Self-determination of professional growth, is becoming an increasingly normal and normative approach to how adult students view and use education.

MISSION OF THE PROPOSING INSTITUTION

The College of St. Thomas has long been involved in teacher education, offering both initial licensure programs and in-service programs. The

diversity and comprehensiveness of these programs have been designed specifically to prepare teachers to meet the varied needs of young people in an increasingly diverse surrounding community. The College, through its Graduate Programs in Education, Human Development, and Professional Psychology is committed to a specific kind of teacher education that provides a sound theoretical base upon which to build knowledge and skills to meet the varied needs of the community. In the past, initial teacher licensure programs at the College of St. Thomas have been limited to the secondary areas of education. However, the College of St. Thomas has offered successful programs in Master of Arts in Curriculum and Instruction for elementary teachers, as well as Middle School, and Early Childhood Family Education and Reading Licensure programs. With this in mind, there is a firm resolve and commitment to maintain the same excellence in new programs as is found in the Department's existing programs.

Over the past five years, the Minnesota State Department of Education has hosted several meetings to address the issue of supply of teachers for the State of Minnesota. The College of St. Thomas, like other private and state colleges and universities, has been working to provide programs that increase the supply of teachers for the state. The Elementary Education Licensure Program (K-6) is designed to prepare a group of persons for service in public and private schools, persons who presently do not have access at the post-baccalaureate level. These persons are those currently employed in other professions who wish to make a transition to teaching. Practically speaking, access was previously denied them. There were no initial licensure master's level elementary teacher programs being offered in or near Minnesota that utilize non-traditional formats.

Through staff members at the Catholic Education Center in St. Paul, CST became aware of an employment trend that threatens to severely affect the quality of our private schools in the state: as positions in the public schools are now being made available, teachers in the private schools, drawn largely by higher pay incentives, are filling them. The College of St. Thomas is a diocesan college and has a special responsibility to help staff the 112 Catholic elementary schools in the Archdiocese of St. Paul/Minneapolis. Further, because the College of St. Thomas has taken the initiative in the training of other private school teachers and principals, other private schools in the state also look to the College of St. Thomas to help with supply needs.

COHORT MODEL

It is becoming increasingly evident that for sustained periods of directed study learning occurs best whin done with others. The CST graduate degree model, begun in the 1970's and continued into the present, emphasizes learners working together in a cohort in a common sequence of courses. A cohort is a group of people who stay together from the beginning to the end and grow through the process, experiencing essentially the same stimulus material and challenges with each responding in their own way to those challenges though application in the work environment (Goodlad, 1986).

In the cohort model CST is able to identify student needs in terms of course selection and focus for professional development. The administrators and faculty of CST in conjunction with local school districts are able to talk about the needs CST can meet through established degree, certificate, or licensure programs. Because CST has a group of people committed for the duration of a program, CST is able to maintain a guaranteed cost of tuition and other fees, so the students have a contractual relationship established that gives them a sense of predictability in meeting those educational costs.

The cohort concept, having met with success in the extended degree programs, is now making itself felt in the on-campus programs. With the inauguration in 1987 of CST's first doctoral degree program, an Ed.D. in Educational Leadership, CST has taken the cohort concept and brought it to our on-campus programs. The benefits of the same students being together over an extended period of time challenges and assists in learning from one another and makes the best use of the varied backgrounds they each bring to their own education. The on-campus programs leading to initial licensure at both the undergraduate and graduate levels in Elementary and Secondary Teacher Education have adopted similar models that are strictly sequenced and facilitate a "modified cohort". The new Psychology Doctoral program, starting in September 1990, also will utilize the cohort model.

ESTABLISHING PROGRAMS

The CST programs are quite normal in having a degree structure built around a core of courses supplemented by electives that allow students to custom design and shape their program as much as possible to fit their own professional and personal needs. When CST establishes a new degree program on-site it explains to the students the variety of degree programs available and lists the core courses that are part of each of those degree programs. In practice students typically have previously self-selected

one of the degree emphases, (e.g. Applied Cognitive Technology, Curriculum and Instruction, Gifted, Creative, and Talented) either on their own or by their place of work.

With the core program explained and accepted, a list of available electives is then presented to students. For the most part, these are the same elective courses that are available on-campus. Sometimes specific needs of students demand the design of new courses to meet those needs. These courses are often designed and co-presented with staff development specialists or curriculum specialists in the local school districts. Usually, the electives are chosen after the core program has begun, which allows the students greater chance to examine alternatives as they talk informally with faculty and peers and more formally with their advisor, and get a better sense of the flow of the graduate program

The typical Master's Degree program will take students 18-24 months to complete, attending on an evening and/or weekend basis. In some cases an all weekend program in sites that are far enough away from the campus will necessitate faculty to stay for a weekend or at least overnight. Very often library and other support services are arranged with local universities and colleges and/or regional library consortia so students have full access to resources similar to being on campus.

In all of these programs it has been crucial to have support from the administration in the local school districts. It is very important that the students recognize that a fully cooperative relationship exists between the college and their employer in the sponsorship and support of these programs. Having this relationship necessitates an active liaison role both from CST and from the local schools. For each of the programs, a faculty member from the graduate program is identified as an advisor and works with the graduate degree programs, the individual students, and the student group in aggregate to facilitate a smooth delivery of the program.

REDESIGN EFFORTS

CST has undertaken a major effort regarding the redesign of the undergraduate and graduate teacher licensure and Master's Degree programs and the Curriculum and Instruction Master's Degree programs. The method used was the focus group interviews. The groups identified prior to the actual interviews consisted of the following: former students, current students, prospective students, local employers, current faculty and administrators of the local area schools, current faculty and administrators of the college, faculty from other post secondary

institutions, and state department personnel. When possible the groups were video taped or audio taped. When this was not possible the comments were systematically summarized by a recorder and the moderator.

When conducting the analysis of content, five major components were considered: 1. The actual words used by the participants; 2. The context and triggering stimuli; 3. The internal consistency; 4. The specificity of responses; 5. Sorting though the comments expressed to find significant themes and ideas.

While conducting the analysis, an overriding theme to continually reflect upon is the purpose of the final report. The objectives of the study and the information needed by the researcher/decision maker are paramount in design and final reporting. Reporting the results is a lost art according to Morris, et al (1987). The report must focus on the most significant results acknowledging that quality reports get to important issues and are instrumental in affecting change (Krueger, 1988).

Quality reports begin with quality evaluations and assumptions need to be reexamined in light of experience and evidence. Audiences often need examples of how to respond, focussing on the most critical information. The focus group process will help to keep you informed about your community and its feeling and thoughts about matters that affect programs. The final result will be the continued evaluation and upgrading of the process/product.

Minnesota has prided itself in being one of the nation's leaders in education, and Minnesotans view effective teacher education as a key component for maintaining the state's educational advantage. The concern for excellence in teacher education was made evident when the Minnesota Board of Teaching and the Minnesota Higher Education Coordinating Board authored the document: Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships, along with the follow-up proposed program 'rules' for teacher education programs (Minnesota Board of Teaching, 1988) which provided a clear direction for out-come based teacher education programs.

In response to recommendations of recent national studies of education, inquiries from interested students, expressed needs of school personnel, and assessment of existing options within the State of Minnesota, The College of St. Thomas developed a graduate program for initial elementary teaching licensure. The document presented to the State's Higher

Education Coordinating Board presented evidence of the need for the program, and described how it was designed to fill a gap in the State's current options for students seeking to enter the field of education. Unique aspects of the proposed program included:

1) **Accessibility:** While other institutions within the State offer programs leading to initial elementary licensure, the St. Thomas program was uniquely designed to meet the needs of the non-traditional student, providing access to classes in the evenings and on weekends. While there are programs in the State offering Weekend licensure programs, they offer only undergraduate credit. The CST program makes it more likely mature individuals who have already earned degrees in fields other than education, but who currently lack pedagogical training, will qualify as elementary teachers.

2) **St. Thomas' Track Record**: CST has demonstrated that its faculty and staff have both the ability and the desire to work in cooperation with various constituency groups in planning and implementing programs that are academically and practically sound and that utilize a variety of formats.

3) **The Adult Learner**: CST has a long, well-documented history of working with adult learners. The target group for the program, non-traditional students, typically brings strong academic and experiential backgrounds to their study, making them particularly well suited to the increasingly varied demands of effective teaching. They are, by the nature of their maturity, typically involved in family and community life and for financial reasons need to maintain employment. The variety of formats of the CST programs speaks to St. Thomas' ability to respond to what research shows are important characteristics of the adult learner: a need to be involved in their own learning; and a demand for high quality, flexible programs.

4) **Minority Recruitment**: The teacher preparation institutions in Minnesota, among them CST, are attempting to deal with the complex issues of recruiting and retaining minority teacher education candidates. The non-traditional format of the CST programs will create another option for prospective minority teachers, an option that takes into account the necessity of employment for many students.

5) **Program Flexibility**: An aspect of the programs that make them particularly beneficial for prospective teachers is their ability to earn graduate credits while pursuing initial licensure. A student need not,

however, complete a master's degree to be eligible for initial licensure. Should the prospective teacher choose to earn a master's degree, the coursework completed for the licensure would count toward that master's degree, an important element in attracting "the best and the brightest" into teacher education.

PLANNING AND COLLABORATION

CST has developed new, and redesigned existing programs after years of study and careful planning involving public and private K-12 teachers, college teachers, and administrators as well as representatives from the Board of Teaching.

CST has successfully offered fifty nine extended degree master's level programs at local school sites since it began this type of programming in 1976.

CST has been engaged in carefully conceived planning activity with school districts throughout the State of Minnesota for years, and because of the religious nature of the College of St. Thomas and the fact that the College of St. Thomas is diocesan in character, it has a special relationship with diocesan elementary and secondary schools through the Catholic Education Center. The College of St. Thomas manages the Archbishop Murray Scholarship Fund and uses the proceeds of this fund (currently in the range of $40,000 per year) to discount tuition for teachers in these schools who do their academic work at the College of St. Thomas. No other college has this same relationship. The CST faculty is also constantly involved in planning activities and providing staff development programs with the Office of the Catholic schools, the Superintendent, the staff, and the individual schools.

The M.A. in Curriculum and Instructions has been collaboratively planned and offered in the following school districts in the last fourteen years: Forest Lake, St. Francis, Annandale, Mahtomedi, Northfield, Pine City, North Branch, Rockford, Buffalo, Princeton, Osseo, Cambridge, and Monticello, MN, to name a few. CST is currently teaching M.A.C.I. programs for classroom teachers in Cambridge, White Bear Lake, Burnsville, St. Cloud, Minneapolis, and Big Lake, Minnesota, and in Long Beach, California. The College of St. Thomas has planned with school district staff and delivered a Middle-School License program to the following school districts over the past three years: Princeton, Hastings, St. Cloud and Robbinsdale. It is planning similar programs with the Archdiocese of St. Paul-Minneapolis and another with the Red Wing public schools. The

College of St. Thomas is currently offering a licensure program in Special Education in Duluth at the request of school district officials, and is offering an Educational Specialist Degree (EdS) for school administrator collaboratively with Bemidji State University in northern Minnesota.

CST, under the direction of Dr. Trudi Osnes, is also currently engaged in planning and providing a new teacher education K-6 model with the St. Paul Public Schools, known as the "Saturn" project, where CST students are employed as teaching interns in lieu of student teaching. In addition to co-chairing the "Saturn" Committee, Dr. Doug Warring has worked on staff development with the Minneapolis Public School Academy, an innovative school with a 14:1 teacher ratio, Bethune Continuous Programs School, and the elementary school principals in Minneapolis to name a few.

CST has many other faculty members who are qualified to assist with the implementation of the programs. CST currently has 33 full-time faculty members in our Education Department and is hiring seven more for 1990-91, and regularly employs between 40 and 60 part-time faculty members who have particular areas of expertise and are typically employed full-time in their field. There is no difficulty in assuring that qualified faculty are available.

SUMMARY

The Post-Baccalaureate Elementary Teacher Licensure Program (K-6) and the re-designed Post-Baccalaureate Secondary Licensure Program (7-12) offer pre-service licensure programs that are different from existing programs. They open up the teaching field to a more mature, adult population who wish to enter the teaching profession. There are many prospective teachers who have already attained undergraduate degrees in education or in disciplines other than education who do not wish to revert to undergraduate programs, and who are seeking to enter a graduate program that offers teacher licensure.

Courses are planned for evenings and weekends to be more accessible for working students. The programs are designed so that students can maintain employment except during their term of student teaching and for pre-clinical experiences, for initial licensure.

Although population projections are difficult to assess, past growth in various suburban communities along with projected numbers of teacher retirements and national shortages strongly suggest a new and different

program for teacher licensure can be sustained. The following considerations are offered as reasons in support of the programs:

1. The programs are designed as alternatives to meet the needs of an older population of persons who can bring a more mature and experienced outlook to education. Coursework is offered evenings an/or weekends.
2. Licensure is offered through a baccalaureate or post-baccalaureate program.
3. Initial field experiences are required in conjunction with the professional course work.
4. Selected school experiences are integrated into coursework throughout the programs.
5. Courses are taught by outstanding educators, including educators who are currently working full time in K-12 classrooms.
6. Research and computer technology competencies are integrated into the courses to assist teachers in the administration and presentation of content.
7. A strong knowledge base is included in the program: the general studies and major field requirement of baccalaureate degree, supplemented by sound professional methods courses taught by college faculty and practitioners.
8. Emphasis upon the maintenance of relationships with graduates in their first years of assignments offers assistance, support, and encouragement to candidates in the program who would be continuing on or returning for their master's degree. The College of St. Thomas maintains an ongoing relationship with its graduates. Presently 85 percent of the graduate students enrolled in the secondary teacher education licensure program return or continue on to complete the Master of Arts in Teacher Education.
9. A sound procedure is maintained for admission to the program, and for advising, for guiding student progress, and for evaluating competencies. Evaluation throughout the programs includes evaluation of candidates by competent teachers in the field.

In addition to the above strengths that conform to the recent reform proposals analyzed by the Association of Teacher Education (NCATE Redesign, the Holmes Group, the Carnegie Forum, and the Rand Corporation), the following should also be considered. The uniqueness of these programs:

1. Makes it more likely that mature individuals who have already earned degrees in fields other than education, but who currently lack pedagogical training, will qualify as teachers.
2. Makes it possible for older adults who have little or no undergraduate teacher training to qualify as teachers.
3. Makes it possible for older adults who have some education and continue on to acquire sufficient pedagogical training to qualify to teach.
4. Has professional graduate level course work designed to meet older, more mature adults' specific levels and types of learning styles-seminar and tutorial group sessions, student discussions, student presentations, and open-ended inquiry.
5. Has course work that is offered in the evenings and on weekends to meet the needs of working adults who may wish to enter the teaching profession.
6. Conforms to the College of St. Thomas tradition as being a forerunner in non-traditional programming to meet the needs of unique populations.
7. It is evident that these programs are strong, innovative, and unique.
8. Is unique in that there is simply no other similar comprehensive teacher education program in the area.

As mentioned earlier in this section, the programs have been designed in response to state and national concerns regarding the preparation of teachers.

According to recent reports there will be a demand for teachers. The United States Bureau of Labor Statistics predicted that the number of teachers needed will grow from 1.4 million in 1982 to 1.9 million in 1985. Phi Delta Kappan (65, no. 7) in March, 1984 said that one-half million more kindergarten and elementary teachers are represented in that statistic. Correspondingly, the American Federation of Teachers Report on the Teacher Shortage in America predicts a 72,000 teacher shortage by 1992.

Linda Darling-Hammond, in a Rand Corporation Report, "Beyond the Commission Reports: The coming Crisis in Teaching" (1986) gives a bleak summary of the changing teaching force, stating that the current highly educated and experienced staff is dwindling as numerous older teachers retire and many younger teachers leave for other occupations.

Sadker and Sadker state in Teachers, Schools and Society (1988) that three separate trends account for these changes:

1. The baby boomlet is mow at the kindergarten level and will continue to impact elementary education.
2. Huge numbers of teachers are leaving the profession due to retirements and other reasons.
3. Teaching no longer seems to be the high priority it once was. These contribute to the projected need for teachers.

Johnson, et al. (1985, 1988) state in Introduction to the Foundation of American Education that we are facing a growing shortage of teachers in America due to the fact that since 1970 the percentage of new teacher graduates among bachelors degree recipients dropped from 37 percent to only 12 percent in 1981. They go on to say that as a result, the supply of new teacher graduates has decreased from 284,000 to 159,000. This coupled with the enrollment boom creates teacher shortages so that in 1990 there will be 183,000 new teaching jobs with only 139,000 new teacher graduates.

Private schools will face even greater challenges as many teachers will leave them for higher salaried positions in public schools. Johnson, et al. (1985, 1988) state that the lower salaries will continue to be a problem; currently 1 of every 7 teachers in America is teaching in private K-12

Therefore, the existing programs will be fully utilized and a definite need does exist for new programs. The College of St. Thomas has these programs as non-traditional alternatives to help meet this demand.

CONCLUSION

IMPACT OF PROGRAMS ON STUDENTS/GRADUATES IN THEIR WORK-SITES

A key to success for any program in professional education is to see that the recipients of that education are able to apply what they learn in a way that is productive for their own clientele. As CST administration and coordinating faculty have kept in touch with administrators and practitioners in the various schools the consistent message has been that students who have completed the degree programs develop new professional skills as well as a refurbished attitude towards their own work that shows itself in rededication to their own professional goals. While the demands of this form of intensive graduate school are heavy in terms of personal time and energy, the feedback has been that most

students have found it beneficial to have a program use the cohort model and in a fairly compact time frame meet their own professional needs. Remarks often heard are that they were able to complete their program, whereas many of their colleagues had started the course work and because of the press of time, and/or financial and family commitments had not been able to complete their respective program.

IMPACT OF THE EXTENDED DEGREE MODEL IN THE COLLEGE OF ST. THOMAS

As was mentioned, the pioneering work in the extended degree model is allowing the college, from a very practical point of view, to see that its mission is not on the campus in St. Paul, Minnesota but rather to view what we traditionally have thought of as the main campus to be really now only one of the campuses where students come for degree work. In essence, the College of St. Thomas is where a cohort of students and regular faculty are working in a learning endeavor, be it in a school, manufacturing plant, or headquarters office, hospital, or at one of the designated campuses of the College of St. Thomas in St. Paul, Minneapolis, Owatonna, Minnesota or Chaska, Minnesota.

The College has certainly benefited from a financial point of view also because of the reduction of overhead costs for typical degree programs.

From an academic point of view the advent of the off-campus programs has forced us to rethink and to restructure our existing on-campus program, courses and course delivery systems. Faculty who have prepared for and taught in the extended degree programs find that they have introduced much more diversity in terms of instructional formats into their delivery. It has moved the faculty to adopt adult learning processes and concepts into their instructional model. It is common to see the use of independent learning contracting (Knowles, 1986), and cooperative learning approaches (Johnson, 1984). As Dr. Salesses noted in an article about our extended degree program in 1980:

> There has been a valuable peripheral benefit from external degrees program. In the normal process of reviewing course materials for presentation to students during an extended weekend, faculty members are forced to clarify their goals with the result that they have modified their on-campus teaching strategies as well. Further, the involvement of adjunct lecturers in various courses not only enriches off-campus programs, but also allows St. Thomas faculty to

generate professional contracts with colleagues from other parts of the country. The intensity of the extended weekend approach thus benefits off-campus students, on-campus students, and the college faculty (Salesses,1980, p.3).

Not all things are rosy, of course, when a higher educational institution ventures into delivery styles. An increasingly apparent psycho-social problem can emerge when dealing with the cohort. How does a new instructor break into an increasingly tight structure of students who have been working intensely together, perhaps for 14 months? The dynamic of Students who may already know each other quite well, and who then work very intensely in a graduate program, offers a challenge for the faculty person who enters that tight knit group at the beginning of a new course sequence. The faculty person is literally the outsider, and the effective and nuanced negotiation for inclusion and then collaborative leadership in that instructional experience has posed challenges to the faculty entering them. The identification of this problem suggests that we need to develop new strategies for establishing and maintaining open atmospheres in our working with the cohort. Inservice experiences around the themes of adult learning and instructional processes have helped the faculty.

The new programs are making greater use of the partnerships between liberal arts faculty, local area schools, and teacher education faculty. The changes to the graduate elementary and secondary licensure, undergraduate elementary and secondary licensure programs, and Master of Arts in Curriculum and Instruction programs have begun to be implemented.

RECOMMENDATIONS

1. The most important first step is to define the vision for teacher education remembering that the process is as important as the product.
2. Effective non-traditional options based on collaborative effort require unusual cooperation and trust among school, college, and state licensing personnel. Cooperation and trust takes time to build and are based on personal relationships. We must restructure to provide more time for joint efforts.
3. Patience is a necessary virtue. All groups involve persons who are extremely busy. Substantive changes take place over years, no months. Planning must be long-range.
4. To work together, each group must give up some control. Again, trust built over time is our best asset. We must continue to train

ourselves in team building skills, including conflict resolution, and effective decision making.

5. Because state agencies have the power to control the ultimate licensing process and thus teacher education programs, impetus for change may need to be initiated from the state level. "Permission" must be granted to explore options.
6. We must rethink the traditional time and location frames for schooling. College and university Departments of Education and K-12 schools must educate those in charge to the demands required by meeting non-traditional time and location needs and to genuinely collaborate. it takes more people to deliver effective programs in various locales and in non-traditional time-frames.
7. Schools and institutions of higher education must become more politically astute and more politically active. This may be a particularly new role for some private colleges and universities.
8. Technology can help us communicate among groups. Even a trip between places in the same community may take an hour or two of time needed elsewhere, when a "FAXed" message might meet a portion of the need.
9. We must actively work to break our own stereotypes in order to allow all stakeholders involved in teacher education to be equal partners in the challenge. Persons with advanced degrees, for example, should not be seen as having all the answers. IHE's should work to break the "Ivory Tower" image.
10. We must not be paralyzed knowing we do not have all the answers neatly in place. We must be willing to live with ambiguity and to recognize that there is no external perfect model for teacher preparation that we have yet to discover. We must continue to work toward implementation of what we know from the expanding knowledge base to be sound educational principles, including strong evaluation components.
11. All teacher programs, both pre-service and in-service, should be infused with information on how changes take place and the role of teachers in that process. All educators need to develop their skills in leadership, team process, and empathetic understanding of pressures other groups face.

Together we can make a difference!

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